

Childminder report

Inspection date: 12 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children feel at ease in the childminder's calm and relaxed environment. They show that they feel very safe and respond well to her kind and nurturing approach. Children look to the childminder for reassurance, for example when visitors arrive. They listen to her reassuring words and soon feel confident to continue with their play and learning. The bonds between children and the childminder are warm and trusting; she is very courteous and polite when talking to them. Children develop an understanding of acceptable behaviour and learn to respect others.

During the COVID-19 pandemic, the childminder adapted her settling-in procedures to take place out of hours or on quiet days. This supports children well to move from home to the childminder's setting. The childminder gathers good information from parents about their children's abilities when they first start. This means that she has consistent information to help her to plan for children's learning from the start.

The childminder supports children's growing independence well. She teaches them how to dress themselves. Children develop excellent hygiene routines and remember to wash their hands after petting the family dogs. The childminder teaches children to be kind to the animals as they stroke their fur gently and thoughtfully. This teaches children to respect living creatures and to keep themselves safe.

What does the early years setting do well and what does it need to do better?

- Children make good progress in their learning and development. The childminder knows the children well and understands how they learn. She observes them during play and assesses their progress accurately. The curriculum is well planned so that children acquire important skills as they progress through the different stages of their development.
- The childminder encourages conversation and asks children questions as they play, to develop their communication and language skills. She encourages younger children to name objects and repeats words and phrases back to them. She introduces new words, such as 'thick', 'slippery' and 'gooey', as children enjoy sensory activities.
- Parents are very positive about the quality of the setting. They describe the childminder as 'one in a million'. Parents comment on how much progress their children have made since attending. They feel that their children develop good communication and social skills. Parents say that they are fully involved in their children's learning and development.
- The childminder attends regular training to keep her knowledge and skills up to date. She reflects on training to make improvements to her setting and the

experiences that she provides for the children. For example, she has undertaken a comprehensive review of her own workload. She has reduced the amount of unnecessary paperwork completed while still undertaking the necessary assessments. This has helped the childminder to identify children's next steps more precisely.

- The childminder supports children's mathematics development effectively. Children skilfully paint their fingers and create handprints on paper. They count the number of fingerprints they have in each colour. The childminder makes good use of this activity to support the younger children to explore colour.
- Children's self-esteem is well promoted and supported. When the childminder praises children for their pictures and for putting toys away, they smile and clap. Children manage their emotions very well. The childminder helps them to understand their feelings. For example, children discuss the meaning of emotions, such as 'happy', 'worried' and 'sad'.
- Children's physical development is promoted well. They enjoy climbing activities at the park. This helps to develop their large-muscle skills. The childminder takes children on several outings. For example, they go to the local library, woodlands and parks.
- Although the childminder has developed valuable relationships with parents and other professionals also known to children, she has not yet considered ways in which to strengthen relationships with other settings that children attend, to promote consistency in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her responsibility to protect children. She confidently talks about the signs that could indicate a child is at risk of possible harm. She knows the local referral procedures to follow if she is concerned about a child. The childminder attends regular safeguarding training to keep up to date with current safeguarding requirements. She is knowledgeable about wider safeguarding issues, such as radicalisation and online safety. She holds a current paediatric first-aid certificate. The childminder carries out thorough risk assessments of her home, garden and when taking children on outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop stronger partnerships with other settings where care is shared, in order to promote consistency in children's learning and development.

Setting details

Unique reference number	EY563653
Local authority	Sheffield
Inspection number	10191433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Sheffield. She operates all year round from 6am to 6pm, Monday to Sunday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The inspector observed an activity carried out by the childminder and discussed this afterwards with her.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- Parents' written views were taken account of by the inspector.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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